



## Governor's World Language Expansion Initiative 2016 Fact Sheet

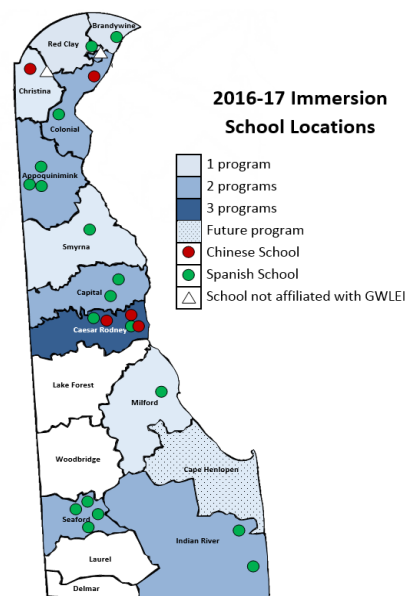
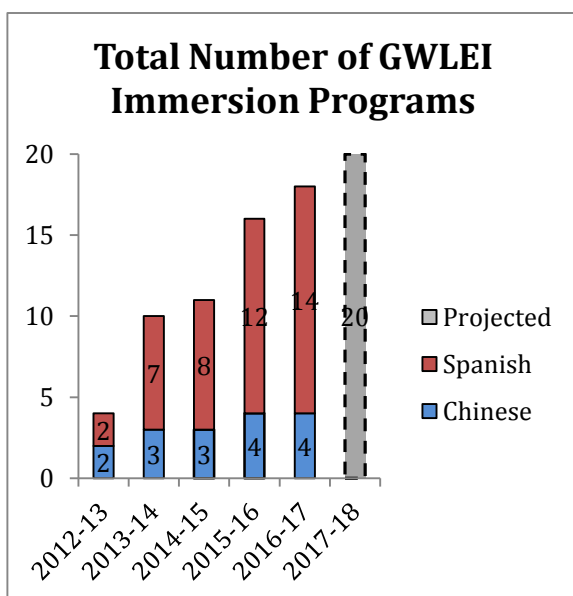
### Overview

The Governor's World Language Expansion Initiative (GWLEI) aims to establish 20 immersion programs across the state by 2016, reaching nearly 8,000 students within ten years. Starting in kindergarten, immersion students spend half of each school day learning in Mandarin Chinese or Spanish. By 4<sup>th</sup> grade, students will be proficient enough to travel with their families in China or a Spanish-speaking country. During 9<sup>th</sup> grade, they will be able to take the Advanced Placement language and culture class, after which they can continue their language study in dual-credit college courses and/or begin a new language.

The goal of this work is to graduate students with advanced-level proficiency in languages, giving them an economic advantage in an increasingly multilingual and multicultural workforce.

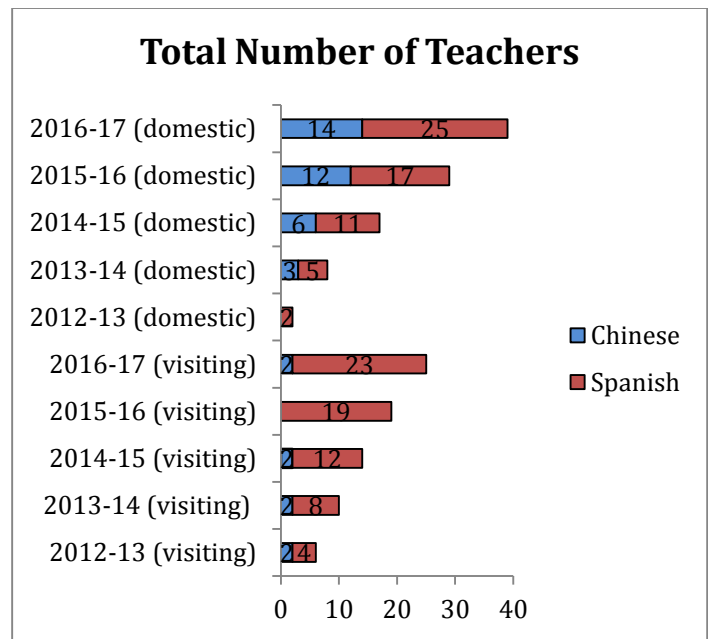
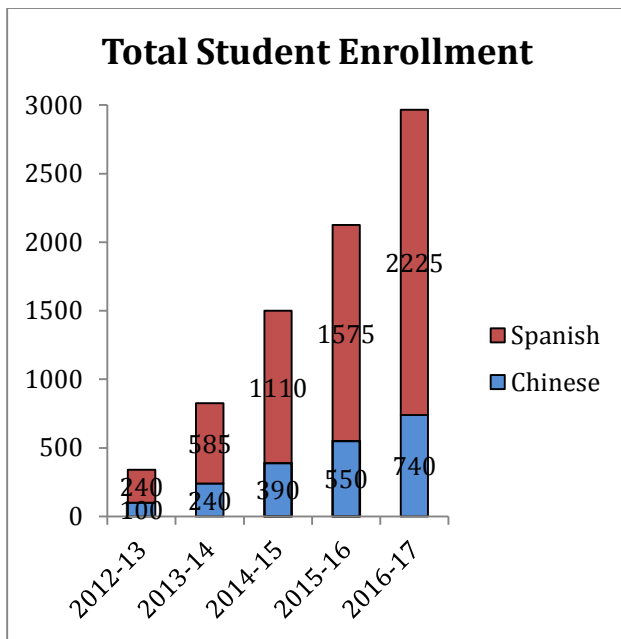
### Year 4 Progress

**The initiative continues expanding toward its targets.** Over 2100 students were enrolled across sixteen immersion programs in 2015-16, and nearly 3,000 Delaware students will benefit from immersion in programs spanning 22 school sites in 2016-17. This accounts for close to 10% of total kindergarten students across the state. Immersion programs are available in eleven districts: Appoquinimink, Brandywine, Caesar Rodney, Capital, Christina, Colonial, Indian River, Milford, Red Clay, Seaford, and Smyrna.



**Additionally, more than 450 middle school students participated in a Chinese, Spanish, or French blended learning course at district-identified schools** (85 at six schools offering Mandarin, 268 at nine schools offering Spanish, 99 at two schools offering French). Middle school courses continue to be delivered online by Middlebury Interactive Languages, with weekly visits from conversation teachers. An additional **350** students will have an opportunity to enroll in these courses beginning in the fall of 2016.

**Visiting teachers from Spain and China continue to help foster authentic language-learning environments.** Twenty-five international visiting teachers will be teaching in Delaware immersion programs this coming school year as a result of partnerships with Spain and China. These educators have extensive experience in language instruction, participate in frequent professional development with each other, and plan regularly with their English-speaking counterparts. Each of these teachers will carry out virtual cultural exchange between students in their class in Delaware and students in their home school in Spain or China.



**External evaluations of the World Language Expansion Initiative continue to include high praise for the program.** The Department of Education continues to contract with external evaluators to assess the initiative's progress, through observations, interviews, surveys and data analysis. Highlights of the most recent evaluation include:

- **Parent surveys continue to show overwhelming satisfaction with the program.**
  - 98% of parents responding said their child enjoys learning the language.
  - 98% of parents responding agreed that the program has enriched their child's education with 94% of them saying that their child talks about what they are learning at home.
- **Parent comments provide feedback praising the program.**
  - *"My daughter absolutely enjoys her Spanish immersion class more so than her English class. She has learned leaps and bounds and even furthers her learning at home by watching Spanish television. I am totally satisfied with her progress and learning thus far and look forward to her future endeavors."*
  - *"We are amazed at the progress of our child learning Chinese! We love the program and are impressed with our child's speaking, comprehension, and writing skills. What a great opportunity for Delaware students – we are glad to be a part of it!"*
- **Immersion teachers and administrators feel strongly supported to implement, grow, and sustain their immersion programs.**
  - 97% of teachers feel supported to implement research-based strategies in their classrooms.
  - 91% of LEA immersion administrators participated in professional learning during the 2015-16 school year to increase their capacity to implement their program with fidelity.

## Looking Ahead

**In the coming months, the Department of Education will focus on:**

- Continuing focused capacity-building for school and district level immersion leaders and instructional support personnel.
- Developing curricular support materials for the Middle School Immersion Continuation Program which will be piloted in 2017-18 for students who participated in elementary school immersion.
- Building stronger relationships with Delaware institutions of higher education to create immersion teacher pipelines and provide advanced level language dual credit/dual enrollment course options.